

## HOLLY HILL ELEMENTARY

1490 Brant Avenue PO Box 278

Holly Hill, South Carolina 29059

**GRADES** K-5 Elementary School

**ENROLLMENT** 531 Students

**PRINCIPAL** Carol Szorosy 803-496-5219

**SUPERINTENDENT** David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	8	58	45	4

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

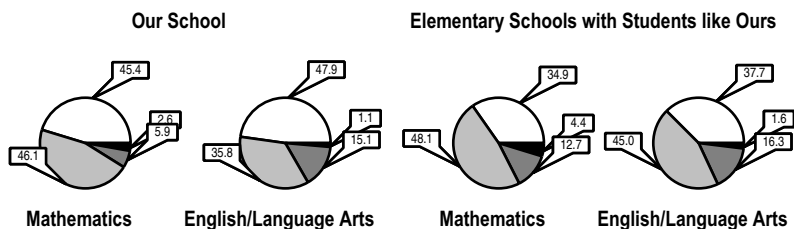
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	40	87	38
Percent satisfied with learning environment	78.4%	77.9%	91.7%
Percent satisfied with social and physical environment	85.0%	79.1%	73.0%
Percent satisfied with home-school relations	40.0%	84.7%	75.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	284	98.6	47.9	35.8	15.1	1.1	16.2	17.6
Gender								
Male	158	99.4	55.7	36.2	7.4	0.7	8.1	17.6
Female	126	97.6	37.9	35.3	25.0	1.7	26.7	17.6
Racial/Ethnic Group								
White	60	98.3	29.2	37.5	29.2	4.2	33.3	17.6
African-American	218	100.0	52.1	35.3	12.1	0.5	12.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	50.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	244	98.4	44.7	37.2	16.8	1.3	18.1	17.6
Disabled	40	100.0	66.7	28.2	5.1	N/A	5.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	284	98.6	47.9	35.8	15.1	1.1	16.2	17.6
English Proficiency								
Limited English proficient	4	25.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	280	99.6	47.5	36.1	15.2	1.1	16.3	17.6
Socio-Economic Status								
Subsidized meals	251	98.8	50.2	36.3	12.7	0.8	13.5	17.6
Full-pay meals	33	97.0	28.6	32.1	35.7	3.6	39.3	17.6

Mathematics								
All students	284	100.0	45.4	46.1	5.9	2.6	8.6	15.5
Gender								
Male	158	100.0	46.7	45.3	6.0	2.0	8.0	15.5
Female	126	100.0	43.7	47.1	5.9	3.4	9.2	15.5
Racial/Ethnic Group								
White	60	100.0	26.5	49.0	16.3	8.2	24.5	15.5
African-American	218	100.0	48.8	46.5	3.3	1.4	4.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	244	100.0	42.2	48.3	6.5	3.0	9.6	15.5
Disabled	40	100.0	64.1	33.3	2.6	N/A	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	284	100.0	45.4	46.1	5.9	2.6	8.6	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	280	100.0	44.7	46.6	6.1	2.7	8.7	15.5
Socio-Economic Status								
Subsidized meals	251	100.0	47.5	45.8	4.6	2.1	6.7	15.5
Full-pay meals	33	100.0	27.6	48.3	17.2	6.9	24.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	90	N/A	29.2	50.6	20.2	N/A	20.2
	Grade 4	99	N/A	41.2	49.5	9.3	N/A	9.3
	Grade 5	104	N/A	49.5	45.6	4.9	N/A	4.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	98.8	21.0	45.7	30.9	2.5	33.3
	Grade 4	94	98.9	54.9	34.1	9.9	1.1	11.0
	Grade 5	104	98.1	64.5	29.0	6.5	N/A	6.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	90	N/A	27.0	46.1	23.6	3.4	27.0
	Grade 4	99	N/A	59.8	33.0	6.2	1.0	7.2
	Grade 5	104	N/A	58.3	38.8	2.9	N/A	2.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	100.0	30.5	56.1	7.3	6.1	13.4
	Grade 4	94	100.0	45.7	43.5	8.7	2.2	10.9
	Grade 5	104	100.0	57.9	40.0	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 531)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 2.7%	2.8%	2.4%
Attendance rate	91.0%	Down from 94.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.1%	Up from 4.5%	5.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.9%	Up from 2.8%	7.6%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	2.5%	1.1%
Suspended or expelled	7.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	57.5%	Up from 48.8%	46.9%	50.0%
Continuing contract teachers	87.5%	Up from 85.4%	79.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.2%	Up from 87.6%	80.6%	86.2%
Teacher attendance rate	93.5%	Down from 93.8%	95.0%	95.3%
Average teacher salary	\$41,826	Up 3.4%	\$38,529	\$39,909
Prof. development days/teacher	9.6 days	Up from 5.0 days	13.5 days	11.4 days

School				
Principal's years at school	1.0	Up from 0.5	3.0	4.0
Student-teacher ratio	18.0 to 1	Up from 17.7 to 1	17.0 to 1	18.9 to 1
Prime instructional time	83.0%	Down from 87.4%	88.5%	89.7%
Dollars spent per pupil*	\$6,312	Up 2.6%	\$6,629	\$5,892
Percent spent on teacher salaries*	62.3%	Down from 64.9%	65.0%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	97.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Holly Hill Elementary is "on the move." Faculty, staff, and students are working diligently to improve student performance and increase parental involvement and community support. Children have been put first as we strive to meet our goals.

HHE has adhered to a schoolwide daily schedule, incorporated character education into instruction, enforced the student discipline code, increased the caliber and amount of time devoted to staff development, provided teachers with common planning periods, and improved school-to-home communication. Because we are located in a rural area, there is very little exposure to cultural or academic experiences outside the school environment. Therefore, committees ensure that our children have opportunities to participate in numerous cultural and educational activities both on and off campus.

Students are recognized for academic achievement at award programs throughout the year. They are also recognized for participation in altruistic activities. Our school was represented well at the District Science Fair where two class awards were received. Six students auditioned for the State Honors Chorus. One of those students performed with the Honors Chorus at a conference in Charleston and was also selected to attend the Orangeburg-Calhoun Consortium for the Arts summer program. Another student competed at the regional level of the Reader's Digest Word Challenge Contest. This same student received the Governor's Citizenship Award.

Our mission is to prepare students academically, socially, and emotionally to become productive members of society. Given our level of determination, I am confident that we will meet with success.

Carol Szorosy

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.